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***DEFINING  
MANAGEMENT  
COMPETENCIES IN THE  
GOVERNOR'S OFFICE***



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**Chantal H. Fryer**  
CPM 2002

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MANAGEMENT  
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GOVERNOR'S OFFICE***



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## **Introduction**

Competencies are like accessories to a favorite suit. Just as a variety of accessories are needed to complete an outfit, different competencies are required to be able to perform and complete a job at an exemplary level. Competencies differ for employees in the professional, para-professional, technical and executive fields. And, once competencies are acquired, just like accessories, they can be mixed and matched depending upon the field of work or job requirements. Competencies are gained and developed not only through development of personality traits and skills but also through formal education, experience in the workplace, and on-the-job training. Competency-based human resources systems are no longer the exception in the public and private sectors; they are gradually gaining acceptance worldwide.

Competency-based performance management systems and competency-based human resource management practices are the norm for organizations such as Federal Express, U.S. Postal Service Headquarters, U.S. Department of Labor, Coca-Cola, Inc., American University, Lockheed, Inc., and Ford Motor Company, just to name a few (Dubois, *The Competency Toolkit*, 1-12). Since competency based systems have brought an additional level of understanding of human resource development, competency models can be used to identify opportunities in training, job analysis, performance, and succession planning.

## **Review of Current Situation**

The problem examined for the CPM project was the development of a process that identifies core competencies important to supervisory and management staff in OEPP for the successful completion of their jobs and the identification of competencies in which supervisors and staff should receive training. The need to identify competencies for management staff stems from the fact that there is no systematic approach to developing the supervisory and management



tier of the organization. There is currently no system in place that identifies competencies in any of the employee classification areas of the agency. Once competencies are defined for the supervisory and management tier of the organization, these competencies can be utilized in a training needs assessment, continued professional development, curriculum design and organizational development. The process can be used to identify competencies for other levels of the organization and concomitant professional development needs.

This project aligns well with the implementation of the Malcolm Baldrige National Quality Award criteria as it applies to accountability and performance excellence for the Governor's Office. Identification of competencies for supervisors and their related training needs links to Category 5, Human Resources Focus, of the Malcolm Baldrige criteria. It is also related to the improvement of processes, Category 6, Process Management. As the organization goes through the strategic planning process, the results of this project can be used to identify areas of improvement for training and performance. For instance, training and developing employees can help the Governor's Office in its mission which is *"to serve the people of South Carolina by providing education, social, health, information, and human services in support of EnVision South Carolina, Governor Jim Hodges' Business Plan."* In addition, the organization's vision, *"OEPP will become the state government's leader in customer satisfaction, public trust, and confidence. We will achieve this by creating an innovative learning organization driven by our values and modeled through our interactions with others."* can also be used to support the move to train via the major competency areas that are identified in the project's outcomes. The values established for the organization are:

- 1) **Integrity:** Creating trust through honor, promoting the dignity and value of public service, and being honest and maintaining the highest standards of ethical behavior
- 2) **Fairness:** Treating people with dignity and respect, being fair and impartial in decisions and interactions with others, and advocating and demonstrating equal opportunity

independent judgment (29 USC). A *manager* is an employee whose responsibility it is to manage the organization, or a department, subdivision, function, or component of the organization; supervise and control the work of other supervisory, professional, or managerial employees, or manage an essential function within the organization, or a department or subdivision of the organization; if another employee or other employees are directly supervised, the manager has the authority to hire and fire or recommend those as well as other personnel actions (such as promotion and leave authorization) or, if no other employee is directly supervised, functions at a senior level within the organizational hierarchy or with respect to the function managed; and exercises discretion over the day-to-day operations of the activity or function for which the employee has authority (8 USC).

### **Review of Information Sources**

In order to determine what processes were available to identify competencies, secondary research was conducted through a variety of media. Internet research was conducted on state and federal government agencies that use a competency based model for HR functions such as training, evaluation, curriculum design, recruitment, and retention. One of the more comprehensive sites used that identified competency-based training was that of the State of Missouri ([www.eds.state.mo.us](http://www.eds.state.mo.us)). In addition, at the federal government level, the Office of Personnel Management provides information on competency based training, performance evaluations, and individual development plans which is used in a variety of federal agencies such as the Department of Agriculture, the Senior Executive Service, the Department of Interior and other federal agencies (<http://www.leadership.opm.gov/pdf/ECQcompetencies.pdf>). A private sector company, HR Tools, provided additional insight on how competencies apply to not only government, but also to the health care, technology, finance, manufacturing, law enforcement and corrections fields ([www.hrtools.com](http://www.hrtools.com)). An invaluable source of information and guidance

**3) Innovation:** Creating a culture that values continuous improvement and encouraging risk-taking and creative thinking

**4) Leadership:** Engaging in open, honest, and direct communications, developing well-trained, knowledgeable employees, and leading by example and encouraging a team approach in all our endeavors

**5) Accountability:** Being responsible for all actions, making decisions based on facts and data, and placing the customer first.

The above values are also ones that fit in well with the competency areas and provide opportunities for training and further development.

Using primary and secondary research, a process to determine competencies in supervisors and managers will be determined, conducted and evaluated.

To clarify what is meant by a job competency, an operational definition has been identified as follows. A *job competency* is an underlying characteristic of an employee (that is, a motive, trait, or skill, aspect of one's self-image, a social role, or a body of knowledge) that results in effective and/or superior performance (Boyatzis, Competency Toolkit, 1-14). Furthermore, competencies are characteristics that individuals possess and use in ways that are appropriate to achieve performance requirements, resulting in the production of one or more expected outputs or results. Competencies include the sum total of an individual's knowledge, skills, ways of thinking, social role, mindset, aspects of their self-image, thought patterns, and so forth. A characteristic is a competency, however, only when it can be shown to be required for effective performance. (Dubois & Rothwell, Competency Toolkit, 3-7).

In addition, the operational definition for a *supervisor* is any individual having authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or responsibly to direct them, or to adjust their grievances, or effectively to recommend such action, if in connection with the foregoing the exercise of such authority is not of a merely routine or clerical nature, but requires the use of



came from *The Competency Toolkit* by David Dubois and William Rothwell. Other sources of information came from articles, books, and websites on the subject.

### **Methodology**

The best method that was identified to rank competencies that are important for supervisors and managers not only in their everyday jobs but also for training purposes is through a modified nominal group technique process. Supervisors and managers in the Governor's Office, Office of Executive Policy and Programs, were identified through the assistance of Human Resources. The nominal group process brought together 36 of 44 key organizational supervisors and managers in OEPP and was based on a random sample. (Eight of the forty-four supervisors and managers were unable to attend because of travel that placed them out of the office at the times of the focus groups. (The Office of Economic Opportunity's supervisors were unable to attend because of travel requirements and reduce staff that keep them out in the field.) Participants included job supervisors; job managers; director-level management persons with knowledge of the job requirements and their performance; and senior-level managers who have the organization's strategic directions in mind. Each group was assembled and directed to prioritize competencies according to the importance of the competency to them individually. The nominal group process was used to reduce a comprehensive list of 26 competencies to a set of 5 critical competencies based on two different sets of criteria. The first set of criteria the group was given was to sort the competencies based on what the supervisors themselves felt was important for success, and the second set of criteria was based on what competency training areas are essential for supervisors to receive as additional professional development opportunities. Data was captured in 7 focus groups of 4-6 individuals each over a 1-½ hour period. After the data was collected, it was entered into an Excel spreadsheet for further analysis. Table 1 below identifies the data collection and analysis techniques.

**Table 1**

<b>Data Collection Steps</b>	<b>Data Analysis Steps</b>
1. Identify supervisors and managers from Human Resources	1. Enter top five scores from each focus group into Excel spreadsheet
2. E-mail participants requesting attendance at focus group	2. Sort scores by highest to lowest which indicates most to least important
3. Coordinate room reservation	3. Combine all focus group scores and provide totals for each competency area
4. Limit size of focus group to 4-6 individuals	4. Resort combined data by highest to lowest
5. Provide overview of competencies, definition and instructions for nominal group process	5. Analyze data for supervisors and training by comparing summary data
6. Provide individuals with card deck of 26 competencies	6. Break out data by specific focus group populations using above steps
7. Participants read through deck first time to become familiar with the competencies	7. Compare break-out data with entire population
8. Participants sort top ten competencies based on criteria of what is most important to be a successful supervisor	8. Draw conclusions based on data for entire group
9. Competencies of entire group written on flip chart	9. Draw conclusions based on data for break-out groups
10. Group goes through nominal group technique process to reduce list to top five most important competencies	10. Create action plan
11. Process repeated to identify training competencies important to supervisors	

The two columns in Table 1 demonstrate how the process has defined steps, are measurable and are repeatable. The focus group process was replicated the same way for each iteration. Participants received an overview of the definition of a competency and the definition was placed on an overhead to solidify the understanding of all participants on what a competency is (Appendix A). Participants were given examples of how competencies relate to items found on position descriptions and the EPMS format. They were then given the deck of 26 competencies, were asked to read them and then separate the top ten they identified as important to be a successful supervisor (Appendix B). As they were led through the nominal group technique process, the directions were placed on an overhead for the group to reference if clarification was needed. Of the 26 competencies, each group refined the list to the critical five they felt were



important for supervisors/managers to exhibit. The same process was then repeated; however, the instructions were then changed for the supervisors/managers to consider the competencies that they felt were important training areas. (The raw data from the focus group process is in Appendix C.)

The 26 competencies listed below were compiled from both private and public sector secondary resources: the Office of Personnel Management (federal), the State of Missouri (state), *The Competency Toolkit*, and HR Tools. They are (in alphabetical order): Accountability, Conflict Management, Creative Thinking and its Application, Customer Focus, Decisiveness, Evaluation, External Awareness, Financial Management and Responsibility, Flexibility, Human Resource Management: Enhancing the Quality of Work Life, Human Resources Management: Performance Management, Human Resources Management: Staffing, Recruitment, Selection and Assignment of Employees to the Work Unit, Influencing, Interpersonal Skills, Leadership, Management Control, Managing a Diverse Workforce, Oral Communication, Planning, Problem Solving, Self-Management, Team Building, Technical Competence, Technology Management, Vision, and Written Communication.

26  
37  
12  
Cultural

## Results

Table 2A below describes the overall ranking of competencies from the eight focus groups of Governor's Office supervisors that were conducted. The size of the focus groups ranged from 4-6 individuals. Using the modified nominal group technique process, supervisors were instructed to identify the competencies that are key to successful performance and are important for performing their jobs day-to-day. (The raw data from the focus group process is in Appendix C.)



**Table 2A**

Rank	Competencies Important to Gov. Off. Supervisors and Managers
1	Leadership
2	Accountability
3	Customer Focus
4	Interpersonal Skills
5	Problem Solving

Table 2B depicts the top five competencies on which supervisors should receive training as identified by the focus groups. A ranking of "1" signifies that it is the most important...and so on...to number 5. The two competencies in common with Table 2A are Interpersonal Skills and Problem Solving. This demonstrates that competencies that supervise hold as important are also areas in which they need to receive training.

**Table 2B**

Rank	Training Competencies for Gov. Off. Supervisors and Managers
1	Team Building
2	Conflict Management
3	Planning
4	Problem Solving
5	Interpersonal Skills

By isolating groups that had characteristics in common, other comparisons can be made. For instance, several focus groups consisted of Office Directors from each of the Divisions in the Governor's Office. The Divisions represented were Children's Services, Administrative Services, and Constituent Services. The competencies important to the Office Directors and the comparison with the larger group are in Table 3A and 3B below.

**Table 3A**

Rank	Competencies Important to Office Directors	Rank	Competencies: Gov. Off. Supervisors and Managers
1	Leadership	1	Leadership
2	Accountability	2	Accountability
3	Vision	3	Customer Focus
4	Interpersonal Skills	4	Interpersonal Skills

5	Managing a Diverse Workforce	5	Problem Solving
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**Table 3B**

Rank	Training Competencies for Office Directors	Rank	Training Competencies for Gov. Off. Supervisors and Managers
1	Planning	1	Team Building
2	Conflict Management	2	Conflict Management
3	Leadership	3	Planning
4	Self-Management	4	Problem Solving
4	Team Building	5	Interpersonal Skills
5	HR: Performance Management		

The above tables (3A and 3B) differ from the larger group in both what is important to them as supervisors and as requirements for training. Three out of the five competencies were the same in the supervisory scan (Vision and Managing a Diverse Workforce replace Customer Focus and Problem Solving) and because there was a tie in the training scan, 3 of the 6 competencies were the same as the larger group. The major difference is in the ranking of each competencies' importance.

Another area where the focus groups merit comparison is between the Continuum of Care for Emotionally Disturbed Children in the Division of Children's Services and the overall focus group results. Because the focus group was conducted at the Continuum of Care, located at 220 Stoneridge Drive, a separate location from the Capitol Complex, the group's results could easily be separated. Supervisors at the Continuum consist of psychologists, program managers with social work backgrounds and data/technology supervisors. The hypothesis was that social workers and psychologists would generate a different list of competencies than would the other groups. A comparison with the other groups follows below in Tables 4A and 4B.



**Table 4A**

<b>Rank</b>	<b>S/M Competencies for Continuum of Care</b>	<b>Rank</b>	<b>S/M Competencies: OD's</b>	<b>Rank</b>	<b>S/M Competencies for Gov. Off. S/M</b>
1	Leadership	1	Leadership	1	Leadership
2	Accountability	2	Accountability	2	Accountability
3	Customer Focus	3	Customer Focus	3	Vision
4	Team Building	4	Interpersonal Skills	4	Interpersonal Skills
5	Conflict Management	5	Problem Solving	5	Managing a Diverse Workforce

**Table 4B**

<b>Rank</b>	<b>Training Competencies for Continuum of Care</b>	<b>Rank</b>	<b>Training Competencies: OD's</b>	<b>Rank</b>	<b>Training Competencies for Gov. Off. S/M</b>
1	Team Building	1	Planning	1	Team Building
2	Conflict Management	2	Conflict Management	2	Conflict Management
3	Problem Solving	3	Leadership	3	Planning
4	Managing a Diverse Workforce	4	Self-Management	4	Problem Solving
5	Leadership	4	Team Building	5	Interpersonal Skills
		5	HR: Performance Management		

It is evident that the results of the Continuum of Care focus groups disprove the hypothesis that supervisors and managers at the Continuum have different sets of competencies they require than do the other supervisors/managers in the Governor's Office. As demonstrated by Tables 4A and 4B, Leadership, Accountability, Customer Focus are seen as important by the Office Directors, too. Also, in terms of training needs, Team Building, Conflict Management, and Leadership were identified as important in all the groups. Many of the competencies the supervisors and managers at the Continuum identified are the same as those identified by other sections of the Governor's Office. The fact the hypothesis was disproved also lends credence to the competency research that asserts that regardless of the technical field that a supervisor or



manager is in, most supervisory competencies are overarching enough that they hold true regardless of the sector of employment.

In Table 4A, another observation can be made about competencies across the board, regardless of division, office, or field of expertise. The two overarching competencies that supervisors and managers value are Leadership and Accountability. In Table 4B, the two overarching competencies that supervisors and managers value for training purposes are Team Building and Conflict Management.

### **Summary and Conclusions**

Based on the above data, **Leadership, Accountability, Vision, Interpersonal Skills, and Managing a Diverse Workforce** are the top five overall competencies that successful supervisors and managers regard as valuable. While supervisors hold the above five competencies as important for success, the assessment of what supervisors should receive training in is different. The top five competencies identified as training needs areas are **Team Building, Conflict Management, Planning, Problem Solving and Interpersonal Skills**. The above discrepancy between the competencies that supervisors value and what they feel they and their staff should receive training in is corroborated in a University of Michigan study where the identical situation took place.

### **Recommendations**

Using the above competencies identified through the modified nominal group technique process, these competencies can be incorporated into a training plan for Governor's Office supervisors. The competencies that supervisors identified (independently of the strategic planning process that also began in February) happen to be closely linked to the values that the leaders established for the organization (see Introduction). While the Governor's Office does not have a formalized training department, training is occurring independently in the various offices.

5/18/02  
RECOMMENDATION

For instance, the Continuum of Care has its own training staff. Though the training infrastructure is lacking within the Governor's Office, there are certified trainers in each of the divisions of the Governor's Office. The next step I recommend to implement training on the above competencies is to identify staff with the expertise in those competencies not only within the Governor's Office but also through the Cabinet Agency Training Consortium. The Cabinet Agency Training Consortium consists of a group of trainers, training directors, human resources managers and staff that provide training to the Cabinet agencies for free or at low cost.

One staff member already identified within the Governor's Office, Denise Barker, Director of the Foster Care Review Board, is a certified mediator, has her Master's in Conflict Resolution, and can provide Conflict Management training to the Governor's Office. Since she was identified as a provider of training and is a resource within the Governor's Office, she is currently scheduled to provide training to Governor's Office employees on an open enrollment basis March 15<sup>th</sup>, March 22<sup>nd</sup> and April 18<sup>th</sup> and 19<sup>th</sup>. After the Conflict Management training is completed, I recommend that other facilitators be identified to provide Team Building, Planning, Problem Solving and Interpersonal Skills training for supervisors and managers. The recommended start date for the training is July 2002 since it will take time to identify trainers and coordinate their availability. In addition, the next iteration of the six-month training calendar for the Cabinet Agency Training Consortium will be developed by then.

Not only will the top five training competencies be addressed, but also the top five competencies that supervisors feel are invaluable for their success such as Leadership, Accountability, Vision, Interpersonal Skills, and Managing a Diverse Workforce. The Cabinet Agency Training Consortium will be a key partner in providing training solutions for Governor's Office employees in a time when training and travel budgets have been cut. Through an informal needs analysis, several agencies with training staff and curriculum have already been

identified as possible providers of training solutions for the key competencies. These agencies are Department of Juvenile Justice, Department of Public Safety, Department of Probation, Parole and Pardon, and Department of Parks, Recreation and Tourism.

The obstacles that may be present in completing training in the above competency areas is that other agencies may not be able to provide the training to the Governor's Office at the specific time requested. An adjustment of the time frame in which the training occurs will have to be considered. In addition, the political circumstances cannot be ignored. If Governor Hodges is not reelected, the work that I have begun may not be continued. In order to overcome this eventuality, I suggest that a Training Advisory Council within the Governor's Office be established made up of key supervisors and managers that will remain through administration changes. Through a Training Advisory Council, an on-going needs analysis can be conducted and maintained. As new supervisors and managers come into the organization, they will require the same training that others have received. And, as technology advances, new competencies may be identified as important.

Communication with stakeholders such as the employees, the Office Directors, Division Directors and the Deputy Chief of Staff is essential to complete the communication loop. I will share the results of my project with the focus group members, the Office Directors, Division Directors and the Deputy Chief of Staff. Through the Division Directors, I will ask for representation of one person from each division (and a back-up) to be attendant on the Training Advisory Council.

Once the training on the top ten competencies (supervisors and training competencies) has been conducted, evaluations of the training will be analyzed. The evaluations will demonstrate whether the employees feel the training is pertinent, if it has contributed to success in their job performance and if they have gained any additional skills among other things.



So, like the accessories that make the suit, so, too, do competencies make the supervisor or manager a success. The more proficient an employee can become in a variety of competencies, the better it reflects upon job performance. Through training opportunities, employees in the Governor's Office will have the occasion to enhance their accessories, and ultimately will contribute to the mission of the Governor's Office which is to serve the people of South Carolina by providing education, social, health, information, and human services in support of EnVision, South Carolina, Governor Jim Hodge's Business Plan.

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[www.eds.state.mo.us](http://www.eds.state.mo.us)

[www.leadership.opm.gov](http://www.leadership.opm.gov)

# **Appendix A**

# Definition

**Job competency:** An underlying characteristic of an employee (that is, a motive, trait, or skill, aspect of one's self-image, a social role, or a body of knowledge that results in effective and/or superior performance (Boyatzis, 1982).

**Example:** For an administrative assistant, an important competency might be:

## Interpersonal Skills

- Establishes effective relationships
  - Exhibits tact and consideration
- Displays positive outlook and pleasant manner
  - Contributes to building team spirit
  - Gives and welcomes feedback



## 26 competencies

- Each group needs to select a group leader and a recorder.
- Read through competencies.
- After reading through them, take out of the stack the top ten competencies you feel are most important. You can have a minimum of 5 and a maximum of 10.
- Go around the table in round robin order and have the recorder list each person's top competencies on the flip chart. The recorder should letter the competencies as they are list.
- Anyone need to clarify? Are there any you would like to get rid of?

- Next we are going to rank the top five competencies.
- Take index cards at table and first write down the letter of the competency.
- Write down the word that identifies the competency. Then rate the competency, **5 is best, 1 is lowest.**
- When you are finished, put your stack in the middle.
- The recorder then will take the competencies and group them by name.
- On the flip chart, write the letter, the competency and then next to it write the number of points it received.

- Add up the points, the one that received the most points is the one the group felt was most important.



# **Appendix B**

### **Conflict Management**

*Definition:* Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.

1. Recognizes the potential for conflicts, confrontations, or disagreements.
2. Resolves conflicts, confrontations, or disagreements in a constructive manner.
3. Addresses formal and informal complaints from employees.
4. Addresses formal and informal complaints from persons other than employees.
5. Attempts to resolve employee complaints.
6. Attempts to resolve complaints from persons other than employees.

### **Customer Focus**

*Definition:* Adapts and maintains a customer-focus mindset that acknowledges the importance and value of the customer, and acts accordingly.

1. Actively seeks customer input on their needs, requirements, preferences, and feed-back.
2. Makes sure that customer needs or requirements are met by integrating them into office operations and outputs.
3. Makes sure customer requirements or expectations are met through the effective use of communication or feedback systems.
4. Regularly and consistently takes actions to improve the quality of services or products produced by the work unit.

### **Creative Thinking and Its Application**

*Definition:* Develops insights into problems or creates a work environment that encourages innovative thinking and "outside-the-box" solutions to problems.

1. Develops insights into the circumstances surrounding problems or issues.
2. Develops "outside-the-box" solutions to problems.
3. Creates a work environment that encourages and accommodates the risks associated with having subordinates create innovative solutions to problems or issues.
4. Encourages subordinates to adopt non-traditional, innovative approaches to the completion of their daily work assignments.

### **Decisiveness**

*Definition:* Assesses risks and takes the appropriate actions needed to achieve office objectives.

1. Completes risk analyses before making decisions in uncertain situations.
2. Acts decisively on own authority when timely action is needed.
3. Takes measured risks when it is necessary to ensure that initiatives are moved forward.
4. Makes difficult or unpopular decisions.
5. Identifies and takes alternative actions when the risks of taking the standard or traditional approach to doing business are too high.
6. Manages own feelings of disappointment, anger, etc., that come as the result of an unpopular or difficult decision.

## **Evaluation**

*Definition:* Monitors office programs, evaluates outcomes, and improves organizational efficiency and effectiveness.

1. Makes sure that work-unit activities, services, or products meet not only the organization's objectives, but also customer needs and requirements.
2. Identifies and communicates to subordinates how organizational and office results will be measured.
3. Identifies and communicates to subordinates how organizational and office results will be assessed.
4. Monitors office programs or activities and makes sure that deficiencies or discrepancies are identified and corrected.
5. Participates in the evaluation of program or project outcomes or accomplishments.
6. Uses evaluation results to improve organizational or program efficiency.
7. Uses evaluation results to improve organizational or program effectiveness.

## **External Awareness**

*Definition:* Becomes and remains informed of external trends, interests, and issues with potential impacts on internal organization policies, procedures, operations, positions, and practices.

1. Keeps up-to-date with trends, interests, and other issues external to the organization that may affect not only the organization, but also the work unit.
2. Considers the external impacts of office policies, procedures, or actions.
3. Reviews and makes recommendations for revisions of policies, procedures, or practices with external organizational impacts.
4. Considers the influence of non-technical factors on office decisions.
5. Implements organization priorities and initiatives in order to accomplish organizational objectives or goals.

## **Financial Management and Responsibility**

*Definition:* Prepares, justifies, and defends the office budget required to achieve unit objectives; monitors profits and expenses to ensure sound fiscal responsibility.

1. Projects long-term financial requirements needed to achieve office objectives.
2. Prepares budgets for the work unit.
3. Knows and understands organization policies regarding budget preparation, submission, defense, and long-term administration.
4. Explains or justifies the office budget to other organization groups.
5. Monitors profits and expenses to ensure office effectiveness.
6. Monitors profits and expenses to ensure office profitability.
7. Oversees or helps procure equipment, facilities, supplies, and services.
8. Fosters an environment where cost-benefit outcomes are continuously improved.

## **Flexibility**

*Definition:* Adapts to change in the work environment in ways that help office staff keep projects "on course."

1. Appropriately adapts own thoughts, feelings, and actions in response to ambiguity, new information, changing conditions, or unexpected obstacles.
2. Establishes an environment that encourages rapid and responsive adaptation to change in ways that support the achievement of office objectives.
3. Identifies and implements organization or office development opportunities that help employees readily adapt to change.



### **Human Resources Management: Performance Management**

*Definition:* Effectively manages the ongoing performance of all staff assigned to their work unit.

1. Identifies and effectively communicates performance expectations to office employees.
2. Comprehensively assesses the performance of individuals assigned to their work unit.
3. Identifies individual needs to acquire and apply competencies.
4. Provides performance feedback to individuals assigned to the work unit.
5. Provides planned, on-the-job employee learning opportunities.
6. Identifies need for external, formal employee training beyond on-the-job training experiences.
7. Provides or arranges for formal training opportunities for office employees, based upon individual needs.
8. Takes appropriate corrective or disciplinary action with employees.
9. Recognizes and rewards performance based upon performance standards and organization or office objectives.
10. Determines the need for employee orientation and provides such opportunities.
11. Determines the need for employee career development and provides these opportunities, when possible.

### **Human Resource Management: Enhancing the Quality of Work Life**

*Definition:* Uses available human resource practices to enhance the quality of employee work life.

1. Uses human resource management practices that promote good labor management and positive employee relationships.
2. Actively supports subordinates' participation in programs, opportunities, or activities that deal with employee well-being, such as safety, health, life-career development, and family life.

### **Human Resource Management: Staffing, Recruitment, Selection, and Assignment of Employees to the Work Unit**

*Definition:* Ensures the effective performance of staffing analyses, recruitment, selection, and assignment of human resources to the work unit.

1. Completes comprehensive staffing analyses and plans for needed or mandated changes in the size or the composition of the work unit staff.
2. Actively participates in recruiting or retaining staff.
3. Uses sound judgment within the boundaries of organizational and legally mandated policies and procedures when selecting staff or taking other human resource actions.
4. Uses human resource practices that further affirmative action goals.
5. Accurately assesses the competencies possessed by available personnel.
6. Distributes work to personnel consistent with their identified competencies and experiences.

### **Influencing**

*Definition:* Networks with and provides information to key groups and individuals, and uses influence, persuasion, and authority to achieve objectives.

1. Networks with key individuals or groups in order to accomplish objectives.
2. Informs higher management, employees, and others about program objectives and efforts to achieve those objectives.
3. Represents the organization or program to others.
4. Identifies and understands the interests of others when in a collaborative environment.
5. Collaborates with others inside the organization to achieve objectives.
6. Collaborates with others outside the organization to achieve objectives.
7. Persuades others to adopt a course of action.
8. Uses power appropriately to achieve objectives.
9. Uses authority appropriately to achieve objectives.
10. Uses influence appropriately to achieve objectives.

### **Interpersonal Skills**

*Definition:* Considers and appropriately responds to the needs, feelings, capabilities, and interests of others.

1. Considers the needs, feelings, and capabilities of others.
2. Responds to the needs, feelings, and capabilities of others, using feedback.
3. Provides positive feedback in a manner that reinforces (or elicits) preferred behaviors.
4. Provides corrective or contrary feedback in a manner that is constructive.
5. Engineers a work environment where the equitable treatment of individuals is paramount.
6. Considers employee interests as well as competencies when assigning work to them.

### **Leadership**

*Definition:* Identifies and adapts leadership style to situations and people; demonstrates high standards of behavior; empowers subordinates; provides motivating work or performance opportunities for subordinates.

1. Identifies one or more leadership styles appropriate to a situation and the individuals involved.
2. Adopts one or more leadership styles appropriate to a situation and the individuals involved.
3. Demonstrates the use of a high standard of behavior that reflects honesty, integrity, trust, openness, and respect for others.
4. Empowers subordinates to assess risks and to take ethical action(s) in order to achieve office objectives.
5. Provides motivating work or performance opportunities that stimulate subordinates' interests or preferences.
6. Appropriately shares power or authority with others commensurate with their delegated responsibilities.

### **Management Control**

*Definition:* Ensures the integrity of organization or work unit policies, procedures, and processes.

1. Exercises management control to ensure that organization or office policies are adhered to.
2. Makes certain that the organization or office procedures are maintained and appropriately used within the work unit.
3. Assures the integrity of the organization's or work unit's processes as they apply to office operations.
4. Promotes the use of ethical practices and procedures when managing the work unit.

### **Managing a Diverse Workforce**

*Definition:* Uses diversity elements in the workforce to advantage in the achievement of office or organization objectives.

1. Recognizes the contributions of those who have cultural, religious, ethnic, gender, sexual preference, or other individual differences toward the achievement of office or organizational objectives.
2. Considers the benefits and advantages of diversity when making work assignments.
3. Provides employment opportunities that will make the workforce more diverse and better able to accomplish office objectives.
4. Provides development opportunities for a diverse workforce.
5. Uses formal and informal methods to increase the sensitivity of others to diversity issues.



## **Oral Communication**

*Definition:* Effectively listens to others and makes clear and effective oral presentations to individuals and groups regarding office or organization issues.

1. Demonstrates the use of effective listening skills with others and reflects an understanding of what others are saying.
2. Delivers clear oral presentations to individuals.
3. Delivers effective oral presentations to individuals.
4. Delivers clear oral presentations to groups.
5. Delivers effective oral presentations to groups.

## **Planning**

*Definition:* Establishes policies, guidelines, plans, and priorities required to meet office or organization objectives.

1. Establishes policies or guidelines for the organization or work unit.
2. Develops strategic or other long-term plans for the work unit or organization.
3. Adjusts strategic or other long-term plans to accommodate changing conditions or circumstances.
4. Sets priorities for subordinates that will contribute to meeting office or organization objectives.
5. Coordinates staff work that contributes to meeting objectives.
6. Identifies the resources required to meet objectives.
7. Coordinates across office boundaries within the organization to accomplish objectives.

## **Problem Solving**

*Definition:* Recognizes and defines problems; challenges subordinates to identify alternative solutions, and plans to solve those problems.

1. Anticipates potential problems, issues, and office opportunities.
2. Supports subordinates in their efforts to identify and define problems or issues.
3. Makes sure that subordinates gather the correct information or data to address solutions to problems.
4. Monitors subordinates' use of qualitative or quantitative data and the analytical tools they use to solve problems.
5. Encourages subordinates to develop alternative plans and solutions to solve problems.

## **Self-Management**

*Definition:* Engages in the effective use of self-assessment and self-management techniques in order to proactively and continuously improve own performance.

1. Realistically assesses own strengths and weaknesses and their impact on others relative to the requirements of the current work assignments.
2. Seeks and effectively uses performance feedback from others.
3. Works persistently toward one or more agreed-upon objectives, despite opposition, distractions, and setbacks.
4. Demonstrates a consistently high level of self-confidence.
5. Invests appropriate time and energy in self-development and growth.
6. Manages own time effectively and efficiently.
7. Initiates appropriate action without being directed to do so.
8. Demonstrates genuine enthusiasm and a desire to achieve office and organization objectives.
9. Demonstrates the effective use of patience in day-to-day performance.
10. Consistently demonstrates a bias to follow-through on program or project tasks and objectives to a successful conclusion.
11. Demonstrates the effective use of independent thinking while, at the same time, not inhibiting the expression of the thoughts or ideas of others.
12. Successfully reduces both work and non-work stress by realistically assessing the importance of the impacts of the stressors on achieving one's objectives.



### **Team Building**

*Definition:* Builds cohesive and productive work teams, either as part of the work unit or within the organization.

1. Recognizes the value of using teams to accomplish office or organizational objectives.
2. Encourages cooperation through the use of appropriate verbal and nonverbal messages.
3. Encourages teamwork through the use of appropriate verbal and nonverbal messages.
4. Creates an environment that encourages open communication among team members.
5. Creates an environment that encourages collective problem-solving among the team members.
6. Seeks consensus among diverse viewpoints as a means of building group commitment.

### **Technical Competence**

*Definition:* Demonstrates technical proficiency and comprehends its impact upon work unit responsibility.

1. Demonstrates technical proficiency (including technical currency) in areas of office responsibility.
2. Understands the technical difficulty and complexity placed upon subordinates and others because of the nature of their work.
3. Accounts for the technical difficulty and complexity of subordinates' work at key milestones in the production of work outputs or results.
4. Ensures that subordinates appropriately apply procedures, requirements, regulations, or policies related to specialized areas of expertise in the production of office outputs or results.

### **Technology Management**

*Definition:* Manages the use of technologies in the context of achieving office or organization objectives.

1. Identifies technological changes, scientific research, and automation options that would support enhanced success in the achievement of office or organization objectives.
2. Encourages staff to stay current and informed about technological changes, scientific research, and automation.
3. Applies evolving technologies and methodologies to organization or office needs.
4. Makes certain that all staff are trained and performance-ready in the application of new technology.

### **Vision**

*Definition:* Develops and implements the use of a strategic vision of the organization in the future.

1. Develops a strategic vision of the organization's future.
2. Shares and explains own strategic vision of the organization's future with subordinates.
3. Promotes a broad sense of ownership of the strategic vision amongst employees.
4. Champions organizational changes that are based upon a strategic view of the future.

### **Written Communication**

*Definition:* Effectively communicates in writing.

1. Communicates facts and ideas in writing.
2. Reviews and critiques others' writing in ways that encourage their continuing support and contribution of ideas, especially those in written form, for office and organization success.

### **Accountability**

*Definition:* Accepts all responsibilities of the job and assigned tasks.

1. Assures effective controls are developed and or maintained so organizational integrity is maintained
2. Holds self and others accountable for delivering quality products
3. Acts decisively to modify activities to better promote customer service and or quality of programs
4. Can be relied on to pursue all assignments while holding the philosophy that the responsible individual must follow through to completion if the project is to be successful.
5. Focuses on results and measuring attainment of outcomes

**Customer Focus**

**Conflict Management**

**Decisiveness**

**Creative Thinking and  
Its Application**



**External Awareness**

**Evaluation**

**Flexibility**

**Financial Management  
and Responsibility**

**Human Resource  
Management:  
Enhancing the Quality  
of Work Life**

**Human Resources  
Management: Performance  
Management**

**Influencing**

**Human Resource  
Management: Staffing,  
Recruitment, Selection,  
and Assignment of  
Employees to the Work  
Unit**

**Leadership**

**Interpersonal Skills**

**Managing a Diverse  
Workforce**

**Management Control**



**Planning**

**Oral Communication**

**Self-Management**

**Problem Solving**

**Technical Competence**

**Team Building**

**Vision**

**Technology Management**

**Accountability**

**Written Communication**



# **Appendix C**

**Supervisory Competency  
Top Five - Final Scores**

<b>Supervisory Competency</b>	<b>Score 1</b>	<b>Score 2</b>	<b>Score 3</b>	<b>Score 4</b>	<b>Score 5</b>	<b>Score 6</b>	<b>Final Score</b>
Accountability	4	4	1	5	3	3	20
Accountability	1	4	6	2	2	4	19
Accountability	5	5	5				15
Accountability	2	6	2	5			15
Accountability	3	1	1	1			6
Accountability	0	2	4	0			6
Accountability	3	1	1				5
<b>Accountability Total</b>							<b>86</b>
Conflict Management	1	3	5	1	5	2	17
Conflict Management	2	3	1	1	1	1	9
Conflict Management	1	4	3	1			9
<b>Conflict Management Total</b>							<b>35</b>
Customer Focus	5	5	5	4			19
Customer Focus	2	2	2	4	3	4	17
Customer Focus	5	5	4	3			17
Customer Focus	2	2	5	1	5		15
Customer Focus	4	4	4				12
<b>Customer Focus Total</b>							<b>80</b>
Decisiveness	4	6	5	3	2	3	23
<b>Decisiveness Total</b>							<b>23</b>
Evaluation	2	1	1	1			5
<b>Evaluation Total</b>							<b>5</b>
HR: Performance Manageme	3	1	1	6	2		13
<b>HR: Performance Management Total</b>							<b>13</b>
Interpersonal Skills	4	4	2	4	4		18
Interpersonal Skills	3	2	5	4			14
Interpersonal Skills	5	2	4				11
Interpersonal Skills	2	2	2	2			8
Interpersonal Skills	3	2	2				7
<b>Interpersonal Skills Total</b>							<b>58</b>
Leadership	6	5	4	6	6	6	33
Leadership	5	5	3	4	4	5	26
Leadership	5	6	4	3	6		24
Leadership	3	6	6	6			21
Leadership	4	5	5	5			19
Leadership	4	4	4	5			17

**Supervisory Competency  
Top Five - Final Scores**

Leadership	5	4	4				13
<b>Leadership Total</b>							<b>153</b>
Managing A Diverse Workfor	1	1	1				3
<b>Managing A Diverse Workforce Total</b>							<b>3</b>
Oral Communication	4	1	1	2			8
<b>Oral Communication Total</b>							<b>8</b>
Planning	1	3	3	3			10
Planning	3	0	3	3			9
Planning	3	1	2				6
<b>Planning Total</b>							<b>25</b>
Problem Solving	3	2	2	5	4	3	19
Problem Solving	1	3	6	2	3		15
Problem Solving	1	4	2	2			9
<b>Problem Solving Total</b>							<b>43</b>
Team Building	5	1	3	4	5	5	23
Team Building	3	1	2	2	1	1	10
Team Building	2	3	3				8
<b>Team Building Total</b>							<b>41</b>
Technical Competence	6	5	3	5	1		20
<b>Technical Competence Total</b>							<b>20</b>
Vision	5	3	0	4			12
Vision	3	5	2				10
<b>Vision Total</b>							<b>22</b>
<b>Grand Total</b>							<b>615</b>



**Training Competencies  
Final Scores**

<b>Training Competency</b>	<b>Score 1</b>	<b>Score 2</b>	<b>Score 3</b>	<b>Score 4</b>	<b>Score 5</b>	<b>Score 6</b>	<b>Final Score</b>
Accountability	2	4	4	1	2		13
<b>Accountability Total</b>							<b>13</b>
Conflict Management	5	4	3	3	5	5	25
Conflict Management	4	6	5	5			20
Conflict Management	4	3	2	3	2	2	16
Conflict Management	4	2	2	2	3		13
Conflict Management	1	3	5				9
Conflict Management	3	2	1	1			7
Conflict Management	3	2	2				7
Conflict Management	2	1	1	2			6
<b>Conflict Management Total</b>							<b>103</b>
Customer Focus	4	4	1				9
<b>Customer Focus Total</b>							<b>9</b>
Financial Management	1	1	4	4	1	1	12
<b>Financial Management Total</b>							<b>12</b>
HR: Enhancing the Quality of Work Life	2	2	1	1	3	4	13
<b>HR: Enhancing the Quality of Work Life Total</b>							<b>13</b>
HR: Performance Mgmt	2	4	4				10
HR: Performance Mgmt	4	1	2	3			10
<b>HR: Performance Mgmt Total</b>							<b>20</b>
HR: Staffing, Recruitment, Selection	3	3	6	6	1		19
<b>HR: Staffing, Recruitment, Selection and Assignment Total</b>							<b>19</b>
Interpersonal Skills	6	6	1	4	5		22
Interpersonal Skills	5	5	6	2			18
Interpersonal Skills	1	1	3				5
<b>Interpersonal Skills Total</b>							<b>45</b>
Leadership	2	1	5	1	4	2	15
Leadership	5	5	4				14
<b>Leadership Total</b>							<b>29</b>
Managing A Diverse Workforce	3	3	2	4	3	3	18
Managing A Diverse Workforce	2	1	5				8
<b>Managing A Diverse Workforce Total</b>							<b>26</b>
Oral Communication	3	3	3	1			10
<b>Oral Communication Total</b>							<b>10</b>
Planning	5	1	3	3	4		16
Planning	1	4	5	5			15

**Training Competencies  
Final Scores**

Planning	1	3	4	5			13
Planning	3	5	5				13
<b>Planning Total</b>							<b>57</b>
Problem Solving	3	4	5	2	5	3	22
Problem Solving	2	5	3	2			12
Problem Solving	3	3	2	4			12
<b>Problem Solving Total</b>							<b>46</b>
Self Management	6	2	4	4			16
Self Management	4	4	5	1			14
<b>Self Management Total</b>							<b>30</b>
Team Building	5	5	3	5	4	5	27
Team Building	1	5	5	5	6		22
Team Building	4	2	4	5	2	4	21
Team Building	5	4	5	4			18
Team Building	2	5	3	3			13
Team Building	1	4	1	6			12
<b>Team Building Total</b>							<b>113</b>
Technical Competence	2	1	2	3			8
<b>Technical Competence Total</b>							<b>8</b>
Technology Management	2	2	5				9
<b>Technology Management Total</b>							<b>9</b>
Written Communication	1	5	1	2	1	1	11
Written Communication	1	3	4				8
<b>Written Communication Total</b>							<b>19</b>
<b>Grand Total</b>							<b>581</b>

**Office Directors - Supervisory Competencies**  
**Final Scores**

<b>Supervisory Competency</b>	<b>Score 1</b>	<b>Score 2</b>	<b>Score 3</b>	<b>Score 4</b>	<b>Final Score</b>
Accountability	5	5	5		15
Accountability	0	2	4	0	6
Accountability	3	1	1		5
<b>Accountability Total</b>					<b>26</b>
Customer Focus	4	4	4		12
<b>Customer Focus Total</b>					<b>12</b>
Evaluation	2	1	1	1	5
<b>Evaluation Total</b>					<b>5</b>
Interpersonal Skills	5	2	4		11
Interpersonal Skills	3	2	2		7
<b>Interpersonal Skills Total</b>					<b>18</b>
Leadership	4	5	5	5	19
Leadership	5	4	4		13
<b>Leadership Total</b>					<b>32</b>
Managing A Diverse Workfor	1	1	1		3
<b>Managing A Diverse Workforce Total</b>					<b>3</b>
Planning	3	0	3	3	9
Planning	3	1	2		6
<b>Planning Total</b>					<b>15</b>
Problem Solving	1	4	2	2	9
<b>Problem Solving Total</b>					<b>9</b>
Team Building	2	3	3		8
<b>Team Building Total</b>					<b>8</b>
Vision	5	3	0	4	12
Vision	3	5	2		10
<b>Vision Total</b>					<b>22</b>
<b>Grand Total</b>					<b>150</b>



Office Director's Training Competencies  
Final Score

Training Competency	Score 1	Score 2	Score 3	Score 4	Final Score
Conflict Management	1	3	5		9
Conflict Management	3	2	2		7
Conflict Management	2	1	1	2	6
<b>Conflict Management Total</b>					<b>22</b>
Customer Focus	4	4	1		9
<b>Customer Focus Total</b>					<b>9</b>
HR: Performance Management	2	4	4		10
<b>HR: Performance Management Total</b>					<b>10</b>
Interpersonal Skills	1	1	3		5
<b>Interpersonal Skills Total</b>					<b>5</b>
Leadership	5	5	4		14
<b>Leadership Total</b>					<b>14</b>
Managing A Diverse Workforce	2	1	5		8
<b>Managing A Diverse Workforce Total</b>					<b>8</b>
Planning	1	4	5	5	15
Planning	3	5	5		13
<b>Planning Total</b>					<b>28</b>
Problem Solving	3	3	2	4	12
<b>Problem Solving Total</b>					<b>12</b>
Self Management	4	4	5	1	14
<b>Self Management Total</b>					<b>14</b>
Team Building	2	5	3	3	13
<b>Team Building Total</b>					<b>13</b>
Technology Management	2	2	5		9
<b>Technology Management Total</b>					<b>9</b>
Written Communication	1	3	4		8
<b>Written Communication Total</b>					<b>8</b>
<b>Grand Total</b>					<b>152</b>

Continuum of Care  
Supervisory Competencies

	Final Scores						
Supervisory Competency	Score 1	Score 2	Score 3	Score 4	Score 5	Score 6	Final Score
Accountability	4	4	1	5	3	3	20
Accountability	3	1	1	1			6
Accountability	1	4	6	2	2	4	19
<b>Accountability Total</b>							<b>45</b>
Conflict Mgmt	1	3	5	1	5	2	17
Conflict Mgmt	2	3	1	1	1	1	9
<b>Conflict Mgmt Total</b>							<b>26</b>
Customer focus	5	5	5	4			19
Customer focus	2	2	2	4	3	4	17
<b>Customer focus Total</b>							<b>36</b>
Decisiveness	4	6	5	3	2	3	23
<b>Decisiveness Total</b>							<b>23</b>
Interpersonal skills	2	2	2	2			8
<b>Interpersonal skills Total</b>							<b>8</b>
Leadership	6	5	4	6	6	6	33
Leadership	5	5	3	4	4	5	26
Leadership	4	4	4	5			17
<b>Leadership Total</b>							<b>76</b>
Planning	1	3	3	3			10
<b>Planning Total</b>							<b>10</b>
Problem Solving	3	2	2	5	4	3	19
<b>Problem Solving Total</b>							<b>19</b>
Team Bldg	5	1	3	4	5	5	23
Team Bldg	3	1	2	2	1	1	10
<b>Team Bldg Total</b>							<b>33</b>
<b>Grand Total</b>							<b>276</b>

Continuum of Care  
Training Competencies

Training Competency	Final Scores						Final Score
	Score 1	Score 2	Score 3	Score 4	Score 5	Score 6	
Conflict Management	5	4	3	3	5	5	25
Conflict Management	4	3	2	3	2	2	16
Conflict Management	3	2	1	1			7
<b>Conflict Management Total</b>							<b>48</b>
Financial Management	1	1	4	4	1	1	12
<b>Financial Management Total</b>							<b>12</b>
HR: EQWL	2	2	1	1	3	4	13
<b>HR: EQWL Total</b>							<b>13</b>
HR: Performance Mgmt	4	1	2	3			10
<b>HR: Performance Mgmt Total</b>							<b>10</b>
Leadership	2	1	5	1	4	2	15
<b>Leadership Total</b>							<b>15</b>
Managing A Diverse Workforce	3	3	2	4	3	3	18
<b>Managing A Diverse Workforce Total</b>							<b>18</b>
Planning	1	3	4	5			13
<b>Planning Total</b>							<b>13</b>
Problem Solving	3	4	5	2	5	3	22
Problem Solving	2	5	3	2			12
<b>Problem Solving Total</b>							<b>34</b>
Team Building	5	5	3	5	4	5	27
Team Building	4	2	4	5	2	4	21
Team Building	5	4	5	4			18
<b>Team Building Total</b>							<b>66</b>
Written Communication	1	5	1	2	1	1	11
<b>Written Communication Total</b>							<b>11</b>
<b>Grand Total</b>							<b>240</b>